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ABSTRACT

Effective library instruction must be course- and assignment-related, planned cooperatively by the librarian and course instructor, and based upon personal contact between the librarian and students, as illustrated by the instructional program at the University of Evansville library. Before beginning instruction, the librarian must determine the deficiencies of the professor and the students, as well as the necessity and validity of the assignment. A class presentation should be based on information provided by the professor in the form of syllabi, assignment sheets, questions, and suggestions. An annotated bibliography of important sources, specifically detailed handouts, transparencies, optional library tours, and individual instruction are key elements in the instruction program. In addition to expected outcomes, library instruction yields unanticipated benefits and problems. Although the future of this service is uncertain and is dependent on several factors, it will be a powerful tool in higher education for both students and the academic community. (CWS)

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COURSE-RELATED AND PERSONALIZED LIBRARY INSTRUCTION

by

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"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ABSTRACT

Library instruction is of increasing interest to librarians, but it is often practiced in a vacuum without reference to real student research needs. Effective instruction must be course- and assignment-related, planned cooperatively by the librarian and course instructor, and based upon personal contact between the librarian and students. These points are illustrated through examples drawn from the instruction program currently in operation at the University of Evansville library. Also included are notes on the unanticipated benefits and problems of library instruction, and comments on the future of this service in higher education.

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COURSE-RELATED AND PERSONALIZED LIBRARY INSTRUCTION

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Only in the past few years have substantial numbers of academic librarians begun to recognize the critical importance of library instruction. The development of resource centers such as Project LOEX at Eastern Michigan University and the appearance of national conferences devoted to library instruction are indications of this new understanding that instruction is an important (we think the most important) dimension of academic library public services.

We will begin by offering the following brief definition of library instruction: a planned and systematically implemented program of bibliographic education which is geared to the research requirements of specific courses and involves interaction between librarians and the students in those courses.

Ultimately, library instruction is more than a string of classroom presentations; it has a direct impact upon public services in general. Reference service is influenced in two ways. First, it becomes increasingly instructional in nature. Second, library instruction necessitates more aggressive methods of identifying student reference and research needs. Librarians must be alert and approach students who are wandering through the reference area or puzzling over the the card catalog or an index. Without such aggressive service, follow-up instructional assistance to students will be severely limited.

We have found that the following components are vital to the success of the library instruction program at the University of Evansville. Later in this article, we will discuss each one at length, as it is integrated into our program.

1. Course-related. For some time, librarians have been leading general tours, conducting orientation sessions, and offering skills units. However, most of these efforts are designed without establishing objectives and analyzing whether the learning that occurs is retained and transferrable to real research situations. Instruction should be geared to student research needs in the content of a particular course. This requires careful preparation on the part of the librarian, but yields a uniquely specialized presentation and bibliography, which are most useful to the students involved.

2. Assignment-related. The library instruction presentation must also be tailored to the specific research assignment required. If the assignment is a 3-5 page paper, the types and number of library resources presented will be different than if a 20-page paper is required. Also, the presentation will vary depending upon whether a standard term paper, a documented speech, an annotated bibliography, or some other project has been assigned.

3. Librarian-professor cooperation in planning and evaluation. Course-related library instruction demands that there be a close working relationship between instructor and librarian. They must meet as colleagues to discuss the library presentation and bibliographic handout and ideally, develop together a research assignment which is consistent with both the objectives of the course and the goals of library instruction. The form which librarian-instructor planning takes

is not as important as the fact that it does take place. It should begin before the librarian's classroom presentation and continue right up through the evaluation of the completed papers.

4. One-to-one instructional reference service. Earlier, we noted that library instruction will have an impact upon the type of reference service provided. There is no adequate substitute for personal, one-to-one instructional reference assistance for undergraduates. Students return to the reference area not only because their information needs have been met during previous contacts, but because they have learned that they are able to get personal help from a librarian.

5. Librarian initiative. In arranging classroom presentations, librarians must be willing to take the initiative to publicize the service and contact individual professors about library instruction in their courses.

We believe that these factors are fundamental to the successful development and implementation of any library instruction program, but particularly to those at the undergraduate level.

* * *

Now, then, do we put our ideas into daily practice?

Before explaining specific aspects of our program, we should describe the University of Evansville. Although we believe that our notions of library instruction have general relevance, the actual program developed will, of course, vary among institutions.

Evansville is a private university with about 3,000 full-time and 3,000 part-time students, drawn largely from Indiana and sur-

rounding states. These students are enrolled in a wide range of academic programs which include the traditional arts and sciences, as well as many non-traditional professional fields and an "alternative" Bachelor of Liberal Studies degree, offered through evening courses. In addition to the four-year baccalaureate, the university offers 35 Associate and 9 Master's degrees.

For two years, the library has been developing a course-related instruction program, but it has been underway on a wide scale only since September, 1977. In the Spring of 1977, a grant proposal was co-authored by Mark Weber and Dwight Burlingame (former dean of the library and learning resources center). As a result, the National Endowment for the Humanities awarded the University of Evansville a five-year,$50,000 grant to implement a program of course-related library instruction, and a full-time librarian, Mary Mancuso Biggs, was hired to administer the grant.

As we have developed this program, our definition of humanities has expanded to include many "non-traditional" areas, especially education, social work and communications, all of which rest upon principles of sociology, psychology, and the language arts. Through library instruction, we can stress these relationships, demonstrate the need for library skills in professional studies, and make it feasible for professors to assign theoretical, research-oriented papers.

The proliferation (and popularity) of non-traditional majors is, however, symptomatic of other changes which throw up potential stumbling blocks for a library instruction program. Like some other comparatively small, private institutions, we find that tuition increases, projections of declining numbers of college-age people, the competition of state

university facilities, and increased commitment to serving adult, "disadvantaged", and foreign populations, are bringing into the university people who simply would not have been here two decades ago. Possibly they would not have been accepted, or our programs and scheduled hours would not have attracted them, or scholarship money would not have been available. As a result, college-level writing skills cannot always be assumed, and many students have no library knowledge at all.

The problem for us, as teaching librarians, is doubled when professors sense their students' deficiencies and refrain from assigning research papers --- or any papers at all! This is understandable: professors cannot be expected to teach library use as well as course content in a quarter's time, but it shortchanges the students and builds a barrier against the library. A non-writing precedent can often be overcome and even turned into an opportunity, but it is a handicap, and breaking it down takes tact and perseverance.

Basic composition is required at Evansville, as at many other institutions. Originally, we hoped to integrate library instruction into all sections of that course, thereby inculcating essential research skills and assuring a common base of knowledge upon which we could build in advanced courses. That was the plan. Like so many plans and for several reasons, it hasn't worked well in practice. The main reason for this is the desperate need of many students for writing experience. Faced with their need, composition professors are unwilling to absorb too much class time in library research assignments. (Learning to use indexes may indeed be a "frill" for a student who cannot put together a grammatical sentence!) Another problem is that although students are urged to take composition in the freshman year, they can and sometimes do postpone it. We have

found ourselves in freshman composition sections, speaking to graduating seniors!

Therefore, although we continue to stress library instruction in the required composition course, we expect to start at base zero with each advanced course. This isn't as inefficient as it first seems and has saved us some grave errors of omission. When faced with an obstacle, it is well to remember that necessity is the mother of invention. We are finding ways to present basic sources without causing the more knowledgeable students to overdose on library instruction, and we have learned that repetition is usually helpful, anyway. Fascinating as we may think we are, students don't retain much from the first presentation and assignment.

Our professional staff consists of six full-time and two part-time librarians (including the dean), and 5 of us have done at least some library instruction in the past school year.

The involvement of as many professionals as possible has become a cardinal principle of our instruction program. This, of course, makes it possible to reach more students in more subject areas, but that was not our primary motive. If library instruction is a concern of only a small percentage of people on the staff, it will not become integrated into library operations and be assigned the high priority it must have to be successful. At Evansville, professionals consider library instruction a cornerstone of good service, understand the problems, pressures, and rewards which it brings, and feel its profound influence upon all library activities, an, perhaps most important, upon student-faculty perceptions of librarians (and vice-versa). We will discuss some of these influences later. For now, the crucial point is that

after only one full school year, instruction is central to library operations and is unlikely to vanish in any future budget crunch or personnel change.

* * *

Earlier, we identified important components of library instruction. We can now compress these to formulate the three philosophical tenets upon which our program is based and show how, on a workaday level, we carry them out. Specifics are not easily transferrable to other institutions, but some of our experiences are worth sharing:

First tenet: Library instruction must be course-related and followed by an assignment.

Second tenet: Library faculty and teaching faculty must work together, with library faculty taking the initiative.

Library instruction in a vacuum is pointless and irredeemably boring. Course-related instruction is redeemably boring and even exciting if quickly followed by library research on a topic that interests the student. As librarians, we may tend to forget that reference sources are worthless in themselves. They are tedious, their titles instantly forgotten, and a library presentation is resented by students unless it clearly addresses their needs.

Before agreeing to go into a class, the librarian must determine whether the instructor will assign a paper or project that requires library research. "Requires" is a key word; our experience shows that if research is optional, almost no one will do it.

Also, the assignment must be valid in itself. A list of reference questions, or other terminal exercise designed primarily to force library use, will be resented by students, seen (correctly) as irrele-

vant, and most knowledge gained will be quickly lost. Worse yet, the usual barriers between students and librarian will be reinforced. We learned this by bitter experience when a composition professor, instead of requiring a paper, assigned a large batch of exercises which we had prepared to be used selectively for remedial purposes. After completion of the library assignment, we distribute evaluation forms, and student reactions in this class ranged from perplexity to hostility; no library instruction at all would have been preferable. We no longer believe in such exercises even when used selectively; they are artificial, do not teach transferrable research processes, and are regarded by students as busy work.

We repeat that the assignment should be a paper or similar project on a topic related to the course (and ideally of strong interest to the students). We must remember that library use is only a means to an end and should never be represented as an end in itself.

We cannot, of course, tell professors what to assign, but if there is no assignment, or an inappropriate assignment, in the offing, the librarian should suggest alternatives, or pleasantly decline to come into the class (while emphasizing his/her willingness to work with future classes under more favorable circumstances). Teaching faculty are the experts on course content; library faculty are the experts on library research. We should feel confident in our special knowledge and refuse to waste time in fruitless endeavors.

It is helpful to remember that professors (like librarians) are often fascinated by the reference sources in their subject areas and think it would be nice for students "just to get an idea of what's available," though the course doesn't lend itself to research. They

are surprised to learn that our experience indicates this is a poor idea, and they either drop the suggestion, decide to assign a short paper after all, and/or develop research assignments for future classes.

Most teachers want to do well by their students and won't waste class time if they can help it. When librarians refuse to assert themselves and are too timid to offer advice, they do the teaching faculty a disservice. We have never encountered a professor who questioned our expertise in library matters or was unwilling to share information about a course.

As we stated earlier, instruction librarians must take the lead in initiating contacts; those who wait for professors to come to them will find themselves with little to do. At the end of every quarter, we indentify upcoming courses which may require library research, and each librarian involved in the program assumes the responsibility to contact specified professors. At the start of the following quarter, we begin telephoning, visiting, and nabbing people when they appear in the library. Some professors request library instruction at once; some refuse for the present but wish to have us in later; some refuse quarter after quarter (a refusal is no reason to refrain from calling again!). We also use these calls as opportunities to mention other library services and new acquisitions that may be of interest.

Now that our program is underway, of course, many instructors take the initiative to contact us. Others (a surprisingly small number on our campus) want nothing to do with library instruction. This is inevitable and should not be regarded as a setback or cited as an excuse for doing nothing at all.

Frequently, we meet a student doing research for a class which has not had a library presentation. We inquire about the assignment and if it seems that instruction is needed, we ask the instructor's name and call at once to offer our services. When we have used this approach, the instructor has been grateful for our concern and asked us to come in as soon as possible. This may require frantic activity and a little overtime preparation, but we find it very satisfying to know that we have filled a genuine, immediate need. In this situation, both students and teacher are relieved and most thankful for a librarian's help.

Once the librarian has decided to prepare a class presentation, he/she should confer with the professor beforehand, obtain copies of the class syllabus and assignment sheet if possible, ascertain exactly what the proposed assignment will entail, make any desired arrangements for reviewing the completed assignments, and solicit questions and suggestions. The librarian should also make sure that the professor intends to be on hand for the presentation.

We have learned --- again, through bitter experience --- that when the professor is absent, the students are also likely to be absent. Those who do come are often inattentive and few if any show up at the library later on. Except in rare cases, a professor's absence speaks volumes to the students about the relative (un)importance of research skills and (low) prestige of the librarian. Even when a professor wishes to be present, and supports the librarian by making favorable noises in preceding and succeeding class meetings, he/she cannot offer the most useful reinforcement because he/she simply does not know exactly what went on. Again, teaching faculty are usually perfectly willing to be present when the librarian explains how important this is. In fact, they are likely to be flattered by the tribute to their indispensability and may

even have been planning to absent themselves out of misguided deference to the librarian!

Instructors may offer no suggestions or many; some may be workable, some not. Again, it's up to the librarian to exercise judgment.

The next step is to compile an annotated bibliography of important sources geared specifically to the course. Here, "important" and "specifically" are key words. We should resist the temptation to include "interesting" and "possible" sources which most students are unlikely to need for the assignment in question. Librarians may find sources "interesting" in themselves; students generally do not. An abundance of titles is overwhelming, and the library neophyte will find it difficult to know which ones to use. Probably, overlong handouts will be stuffed away and never reread. By the same token, general handouts for use in all courses within a discipline (a "Political Science Bibliography," an "Art Bibliography," etc.) are not effective.

A handout should be very clear, indicate call numbers and/or specific locations, and provide sufficiently detailed annotations to make it, as nearly as possible, a self-instructional tool. Of course, the librarian will "teach" the use of sources in the classroom presentation, but we should not deceive ourselves that our every word is cherished and remembered. The most important functions of formal library instruction are to acquaint students with the range of sources available, to convince them that these are useful and accessible, and to provide contact with a librarian who is obviously competent and eager to help. Actually learning to use the sources will come later, in the library, the student planted in a chair with handout and sources spread on a table and librarians nearby to help. If the student has hit upon a topic which requires use of a source omitted from the

handout, it can be pointed out at this time, when formal classroom instruction has been completed and instructional reference service takes over.

When we first began making presentations, we relied heavily upon transparencies. They are easy to make, easy to use and reuse. Increasingly, however, we photocopy sample sections from indexes and bibliographies (or clip sections from superseded indexes), add explanatory labels and arrows, and append them to the annotations on the handouts. Teaching with transparencies requires students to remember; sample entries give them something to refer back to. This technique is especially helpful when students have varying degrees of library knowledge. Basic sources can be touched upon rather than hammered to death and more time devoted to those sources which are new to almost everyone.

The preparation of course-tailored handouts sounds time-consuming but really isn't once the librarians have acquired the knack and built a good file of annotations. These should, of course, be constantly reviewed, updated, and altered to suit specific courses. When several librarians are involved in instruction, there is a tendency to divide the labor; whoever has spare time (or least prestige) may be tapped to write annotations and compile a handout for the person delivering the presentation. At least in the early stages of a library instruction program, this practice should be avoided, not only because it is unfair if done regularly, but because constructing the bibliography is the best means of preparing for the class. We find ourselves constantly "discovering" sources and finding "new" advantages/disadvantages of familiar sources. We come to know not only how each source works (which in most cases we knew already), but which topics are covered most fully by each, irregularities in coverage or subject headings, changes over the years, and special difficulties that students may experience.

Library school professors enjoy the term "search strategy" and librarians initiating an instruction program talk about how to "teach" the students "search strategy." Our first suggestion is never to utter the phrase in a classroom, our second to not try to teach it *per se* (our third might be to forget it). Like the reference sources, search strategy is meaningless in itself. A sensibly-arranged handout and clear, course-related presentation will teach search strategy (which is, after all, simply the most effective way to attack a topic and will vary with topics and attackers) as well as it can ever be taught. We have found that students are most interested and best persuaded of the relevancy of library instruction when the librarian selects a topic which could be used for a paper in their course and then follows that topic through the sources, replicating an actual search. The sample entries and transparencies used relate to the same topic. Often, the topic selected must be overly broad so that all necessary sources can be represented (in practice, most students will use only 2-6 reference tools for an average term paper), but this can be an advantage because it affords a perfect opportunity to demonstrate how a general topic can be approached and narrowed. Students frequently have trouble doing this.

Best of all, the librarian can choose a subject whichgenuinely interests him/her, and this interest will be conveyed to the students. To prepare for these presentations, it is sometimes necessary to read up a bit and consult a specialized dictionary, an encyclopedia, or an introductory essay. That, after all, is the beginning of a search and a good experience to share with students.

Composition courses may pose a special problem with free-choice topics across a wide range of subjects or a choice of assigned topics across an almost equally wide range. In the former case, unless we can obtain a

list of submitted topic choices before giving the presentation, we simply choose as our example a topic which we have observed to be popular while working in reference and hope for the best. In the latter case, we have found the most sensible approach is to draw examples from as many of the assigned topics as possible.

Under these circumstances, it is difficult to create a handout that will serve the students' needs. One solution is to list only the most basic, general sources and stress that students should seek help from a librarian if necessary. A second solution is to compose an all-purpose library handbook of important reference sources and essential library information, indexed by subject. This takes time and constant re-evaluation: our handbook, Headpower!, was first written in September, 1977, and is now in its third edition. We use it continually, seek student suggestions through evaluation forms, and are finally shaping it into a useful tool.

Some librarians find that handbooks are not used. Student responses on evaluation forms and simple observation in the reference area suggest that ours is. There are probably two reasons for this. First, we sell it in the library and bookstore, and several composition professors treat it as a required text. When students pay for a book, they are more likely to take it seriously and keep it for awhile. We also stress the utility of the handbook by referring to it throughout the presentation and emphasizing the subject index. After this, Headpower! in hand, students can get started on researching any topic.

We do, however, find that a handbook carries certain disadvantages. First the student must buy it, and second, the student must keep it and remember to carry it to the library for the remainder of his/her school career. Perhaps a fraction of students will do this; perhaps none will. Another problem is that even when a handbook is well-organized and indexed, its size overwhelms some students.

While continuing to make Headpower! available, we are also following other libraries' leads by preparing a series of simple and clear single-sheet handouts, printed attractively on colored paper, punched with three holes, and displayed near the entrance of the library. There is, of course, no charge for these, and because each handout covers a single subject, they satisfy students' immediate needs without the complication of also providing undesired information. Among the topics covered by these presently are such essentials as circulation policy, how to read call numbers, how to locate periodicals, and step-by-step explanations of much-used reference sources such as the New York Times Index, Resources in Education, and Psychological Abstracts.

Little-used handouts can eventually be deleted and new ones added in response to students' suggestions or needs perceived by the librarians, so this constitutes an extremely flexible service. Handouts are also valuable and convenient teaching aids and reinforcers when used in conjunction with instructional reference service.

Here, a word should be said about library tours. After conducting tours of various styles and lengths, we have found only one that seems useful and popular with our students. In composition and other courses

with many library-naive students, we offer optional tours to individuals or groups of two or three. Students are asked to sign up for a time slot, think of questions to ask, and bring their handouts or handbooks with them. The advantages of this approach are many: tours are limited to motivated students who will pay attention and benefit (usually about one-fourth take advantage of the optional tours) questions can be asked and answered fully; sources essential to the students' topics can be explained at length; no time is wasted repeating information they already know; students see that we care about their needs and become personally acquainted with us.

In advanced courses with extremely small enrollments, a group tour can work well, but when the number exceeds five, students begin to crowd and jostle, wander away, chat and giggle at the fringes of the group, straggle down stairways and disappear, or at best, just get tired of standing around. Overheard sarcasm betrays the fact that tours remind many stuients of their elementary school days, and they resent being "treated like kids." In addition, large-group tours disturb other patrons. Now, we usually refuse when an instructor suggests a tour and explore other options (such as breaking the class into small groups for very short tours).

The classroom presentation, though important is only the beginning of library instruction. We have stressed that an assignment requiring library use must follow and discussed the type of assignment it may be.

Real learning begins when the student appears in the reference area, often clutching a handout and looking confused. This moment is critical because the librarian's response may affirm or destroy the usefulness of library instruction for that student.

First, any student who seems lost or searching should be approached and offered assistance. This is what we referrred to earlier as "ag-

gressive reference service." No matter how much good will the librarian has projected in the classroom, there will be students who, either through timidity, fear of appearing stupid, or a belief in the value of self-sufficiency, will never ask for help. Or will waste much time, with mounting frustration, before asking. (Of course, many students will not have had a presentation and will need help all the more.)

Second, the librarian must have limitless patience, sensitivity, a knack for clear and methodical explanation, and do nothing to confirm the aforementioned student fear of appearing stupid. This is more difficult than one may think. Often, a student seems totally ignorant of even the simplest sources, yet the librarian knows that he/she has recently attended a lovingly-prepared classroom talk. It's only human to feel exasperated, unappreciated, even incredulous. But we must be superhuman or blow our chance with the student, for now and possibly forever. Anyway, if the student is in the reference area, the presentation was a success! We cannot lose sight of our goal, which is to encourage and facilitate library use, not to make less work for ourselves.

Third, the librarian must be competent. We all think that we are, but because our patrons are often ignorant of the library and thus remarkably undemanding, many of us give lazy reference service. To show an index without ascertaining whether the student knows how to use it, and find the information it indexes, is inadequate. To point out the card catalog without being sure that the student knows how to identify all appropriate subject headings and find books by call number, is also inadequate. To lead a student to any tool without first making sure that it is best suited to his/her needs is seriously inadequate. To fail to acquire a thorough knowledge of the reference collection (and, as far as possible, of the rest of the collection) is obviously inadequate. We have all known such incom-

petent librarians, and few of us are as good as we could be, but an instruction program can be crushed to death by a heavy burden of librarian incompetency. Here again, we see the advantage of involving all reference librarians in instruction and all library instructors in reference. These two services are really one and should never be artificially separated.

At Evansville, we follow up the library instruction presentation in three ways. No doubt many other (and more imaginative) methods of following up can be devised. The important point is that librarians must find ways of reinforcing and evaluating that initial classroom contact.

First, we offer a drop-in Term Paper Clinic for students who are having trouble beginning, researching, organizing, or footnoting a paper. We find that the heaviest clinic users are first-quarter freshmen, foreign students with communication problems, and older students who are reluctant to expose their inexperience in the center of a crowded reference area.

We also employ two more formal means of following up the presentation. At times, we have used a preliminary bibliography sheet (adapted from one used at Earlham College). Students indicate their topics, reference tools used, articles and books located, relevant Library of Congress subject headings, etc. These are given to the professor 2-4 weeks before the term paper is due and passed on to a librarian who can then evaluate each student's choice of sources, suggest additional possibilities, and make general comments. When the final papers are submitted to the professor, he/she sends the bibliographies to the librarian. Depending upon the instructor's preference, the librarian can grade the bibliographies, make written comments, or simply review them to evaluate the effectiveness of library instruction in that class.

Probably the next best means of judging instruction is to have students fill out evaluation forms. These range from very helpful to useless,

but we have certainly been influenced by them. When such a form is used, it is politically advantageous to tabulate and summarize the results and send a copy to the instructor.

Third tenet: Personal contact is to be valued above all other means of instruction.

Because the University of Evansville is comparatively small, it is at least theoretically possible to reach every student through classroom presentations and one-to-one instructional reference service. (Depending upon their majors, many students will be exposed to several presentations.) This is an advantage, even a luxury, and our philosophy of library instruction reflects the nature of the institution.

Granting this, we repeat our earlier assertion that after some (admittedly limited) experimentation with non-print instructional aids, we have decided in favor of personal contact and stopped using non-book media (excepting transparencies, which we are using less and less, and charts --- explained below).

There has been much publicity about, and some use of, "point of access" instruction through cassette tapes, filmstrips, and other non-print media. But it seems to us that perhaps the last thing a college freshman needs, upon approaching the reference desk, is to be directed to a cassette tape player for a canned message on how to use an abstracting source. Cassettes cannot answer individual questions; cannot be addressed to a specific term paper topic; cannot exclaim, "You're in the wrong index!"; cannot show interest, compassion, concern, or humor; cannot be instantly adjusted to reflect changes in the source. Personal interaction is very important to undergraduates who are unfamiliar with the library and reluctant to use it in any case: people do need people.

And even taking into account the high cost of the reference staff's time, it must be asked whether the library can afford a series of instructional slide-tapes or filmstrips which are time-consuming to prepare, expensive to produce, require additional hardware for widespread use, may become quickly outdated, and are of dubious utility.

We have had excellent success with point-of-access instructional charts, written in magic marker on pasteboard and hung as closely as possible to the sources they describe. After showing and explaining the most appropriate source (or sources) for a particular topic, we refer the student to the related chart, which serves nicely to reinforce one-to-one instruction and answers subsequent questions. A chart is extremely simple to use: it is easy to read, individual sections can be reread separately, and several people can use it at once. It should be noted that what charts lack in innovation and flashy progressiveness, they make up for in economy and utility: they do the job at very little expense.

We should add that our resistance to library instruction through non-print media does not extend to its use for orientation purposes. An orientation slide-tape show can work well, especially when it is kept short and integrated with the classroom presentation in a freshman course. It will capture students' attention by varying the mode of the presentation, as well as familiarize them with the physical set-up of the library.

Because we recommend the use of specialized dictionaries and encyclopedias at the beginning of a search, we have compiled a list of those available in the reference area, arranged by subject. We have also prepared a list of biographical sources, arranged by area of endeavor, and a series of instructional pamphlets addressed to specific search problems (sample title: "How to Find Plays and Play Criticism"). All of these are point-of-access tools, as are class handouts which students carry to the library. Yet it

is essential to remember that ideally, instructional aids will never be used by themselves, but only to reinforce a personal explanation and/or class presentation.

Successful implementation of a course-related and personalized library instruction program requires a perceptive and competent professional staff willing to assign high priority to instruction/reference service. It does not require surplus librarians or an outlandish commitment of time. At Evansville, only four librarians do much reference work; only two devote a substantial amount of time to library instruction (three others devote some time).

* * *

Wherever library instruction programs are developed, stated goals are likely to be similar. But as librarians work to achieve these goals, unanticipated benefits become apparent. These will vary with the institution and the program, but some common ones can be identified:

1. Students perceive librarians differently.

The librarian is seen as being not only more approachable, but more professional. This is partly a function of demonstrated knowledge during and after the presentation, but also results from the mere fact of being invited into the classroom, having the professor emphasize library services, and being entrusted with the responsibility of evaluating (or at least directing) student work.

2. Librarians perceive students differently.

Librarians find themselves more than ever in sympathy with students' needs and alert to problems they may have in using the library. The more instruction librarians do, the better they can anticipate questions and

misunderstandings, and predict the expectations of individual professors. And of course, they come to know a greater number of the students personally.

3. Teaching faculty perceive library faculty differently.

The teaching faculty become sharply aware of librarians' professional abilities and capacities for serving students' interests. The fact that librarians can perform in front of a classroom, create bibliographies intelligently, help students in measurable ways, and have specialized knowledge that professors may lack, are very revealing to the teaching faculty. They are also gratified by our willingness to devote time to their courses (and may even take this as a measure of their own importance, which should be fine with us!).

Where it is true that librarians have been regarded as timid, reclusive, or uninvolved in the larger academic community, their aggressiveness in implementing a library instruction program may be eye-opening as well.

Librarians' increased prestige in the eyes of teaching faculty can only be a boost to their struggle for full faculty status.

4. Library instruction helps counter declining academic standards.

Professors who were once afraid to assign research papers because their students needed more help than they could give, now find this option open to them. And professors who assigned library research with modest expectations now find that they can demand more.

5. More effective reference and acquisitions services are made possible.

We have touched on the relationship between library instruction and reference (which we have labelled instructional reference service). We should add that the amount of service necessary will not decline as

as students learn to use the library; questions will increase in both number and sophistication, and librarians will be kept on their toes. Students become less likely to accept no answers, half-answers, or wrong answers.

The connection between library instruction and acquisitions may be less obvious, but as librarians work more closely with students, they are increasingly aware of which topics are popular and which professors regularly assign research papers (and for which courses). Also, because instructing librarians are constantly preparing bibliographic handouts and reviewing old annotations, they catch outdated editions and gaps in the collection quite efficiently. We believe that any enforced division between acquisitions (as a technical service) and reference/instruction (as public services) diminishes the effectiveness of departments which are actually closely related. If at all possible, acquisitions librarians should be active in instruction and reference, and instruction/reference staff should help select new materials and make general recommendations to the acquisitions department.

6. Library instruction is a tool for faculty development.

Even the most conscientious member of the teaching faculty is unlikely to be familiar with the entire range of sources in his/her field, and some know surprisingly little. Very frequently, professors comment on how much they have learned from a presentation. Some say, after hearing two or three presentations, that they continue to learn each time.

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Like anyone, we enjoy dwelling upon our successes and have accentuated the positive thus far. Now we must discuss some of the problems we have had and possible directions for the future.

On occasion, we are disheartened to realize that some of what we do is ineffective. Despite our readiness to advise, the professor is always in charge (rightly so), and not every assignment intended to maximize the value of library instruction actually does so. This may be a function of the nature of the assignment, the way it is presented to the students, and/or evaluation criteria used. Also, we suspect that some instructors who plan to require library use back down in the face of student protests or passive non-compliance. Finally, many still do not understand the essential components of an effective library assignment.

The weakest parts of our program at this time are evaluation and follow-up. We have described the great value, for both students and librarians, of requiring preliminary bibliographies and reviewing completed biblio-graphies. These practices do work beautifully, but they are very time-consuming, place a strain upon reference facilities and service, and may not be welcomed by all professors, for a variety of reasons. In the future, we plan to use these methods wherever they are acceptable to the course instructor. Statistically, fewer students may be reached; many more will be reached in actuality. Students will have to use the library and use it intelligently. We also plan to use student-evaluation forms in a greater proportion of classes than we have so far.

In addition, we believe it is necessary to work more closely with adult alternative-degree and graduate-degree candidates, whose need is great and time is short. When librarians commit themselves to giving special help to this population, it certainly means that they will have to meet individually, on an appointment basis, with some students and put in substantially more evening hours than usual.

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Despite our enthusiasm, and the success of course-related library instruction at Earlham College and other institutions, we believe that the future of library instruction remains somewhat uncertain. Its survival and flourishing in academe will depend upon several factors.

First, librarians must understand how students view the library. Students believe that library proficiency is important only insofar as it helps them cope with their information needs. In other words, they do not consider library instruction important in and of itself. Librarians must cease to instruct in a vacuum. If it is to succeed, instruction should be course- and assignment-related.

Second, librarians must become conscious of themselves as professionals, research experts who can work with course instructors on an equal basis to design a library instruction program. If librarians are willing to do this, then they deserve the rights, and can handle the responsibilities, of faculty status.

Finally, library instruction must be designed as more than an isolated enrichment program to supplement traditional library functions such as reference, cataloging, and acquisitions. Instruction should be a central library activity with profound influences upon both reference service and collection development.

Where library instruction flourishes, it will be a powerful tool not only for helping students, but also for improving the position of the library and librarians in the academic community. We must make use of it.

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